



Appointment of
FULL TIME TEACHER OF BOYS' PE
MPR/UPR

For September 2016

Closing Date for Applications:
No later than Noon on Friday 11 March

THE POST: FULL-TIME TEACHER OF BOYS' PE

We require for September, a well-qualified subject specialist to join an experienced team in this highly acclaimed, over-subscribed school, described by Ofsted as “outstanding”. Fallibroome is a National Teaching School and offers exceptional professional development opportunities. We have an international reputation as a centre of excellence for innovation in teaching and learning.

Physical Education (PE) has enjoyed a period of growth and development in the past few years. The department has worked diligently to expand the choices available to students, both within lessons and beyond, improving standards of achievement whilst keeping participation rates in all sports high. The department has a very high profile in the school, the local community and our national reputation is strong, currently recognised as being the 21st best state school in the country for school sport, with our U16 girls becoming national Netball champions being a particular highlight.



Our most recent newsletter can be viewed on our website www.fallibroome.org.uk and a closer look at the department's page www.fallibroome.academy/fallibroome-sports/ where a sense of the PE department's impact can certainly be gained.



The outstanding departmental team is experienced and very committed, providing a wealth of expertise across many sports. Of the nine teachers in the department, seven hold full time posts and two hold part-time positions. One member of the department works with our feeder primary schools, working with students with physical disabilities and developing school-club links.

Our PE Technician supports the department in all administrative tasks and with the extracurricular commitments.



PE is taught as a core subject throughout the school and also appears as an option in Key Stage 4 where students follow the AQA GCSE course. Students in the Sixth Form are offered a range of opportunities within the PE programme including AQA AS/A2 PE, Community Sports Leader Award and regular recreational activities as part of their Curriculum Enrichment Programme. Examination results within the department are outstanding with GCSE results last year of 89% A*-C with 43% achieving an A* - A grade. A Level results are also outstanding with 100% achieving A* - C in 2014-15. The number of students taking A/AS Level PE is also increasing with 42 students studying the subject in 2015-16. These significant results have been achieved through the dedication and endeavour of both staff and students.



Extracurricular clubs play an integral part of the students' personal development and take place at lunch-time, after school and at weekends. Student participation rates are extremely high which has meant continued success at local, county and national level. This year the department has had three teams qualify for national finals in Netball, Orienteering and Cross Country. We have recently launched a Sports Association that brings parents and staff together with a view to further improving our extra-curricular offer.

The school is located on the north-western edge of Macclesfield, next to Macclesfield Rugby Club and adjoining the town's leisure centre, where there is an excellent swimming pool and a good range of other provisions including an outdoor athletics track. Our playing fields are extensive and attractively situated and we also have a multi-purpose all weather pitch.

THE POST: FULL-TIME TEACHER OF BOYS' PE

JOB SPECIFICATION

SALARY: MPS/UPS

RESPONSIBLE TO: The Director of Teaching & Learning: PE

RESPONSIBILITIES: Your responsibilities are those laid down in the current Schoolteachers' Pay and Conditions document and include the following key elements:

TEACHING

1. To plan, prepare and teach courses and lessons in line with school and departmental policy.
2. To teach, according to their educational needs, the pupils assigned to you, including the setting and marking of work to be carried out by them in school and elsewhere.
3. To assess, record and report on pupils' development, progress and attainment.

OTHER ACTIVITIES

4. To promote the general progress and well-being of pupils and provide guidance and advice.
5. To make records of and reports on the personal and social needs of pupils.
6. To communicate and consult with parents of pupils.
7. To communicate and co-operate with outside bodies.
8. To participate in meetings arranged for any of the purposes described above

ASSESSMENTS AND REPORTS

9. To provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

APPRAISAL

10. To participate in the school's Performance Management Programme.

REVIEW, INDUCTION, FURTHER TRAINING AND DEVELOPMENT

11. To review from time to time your methods of teaching and programmes of work.
12. To participate in arrangements for further training and professional development, including training intended to meet needs identified in appraisal objectives or in appraisal statements.
13. In the case of a newly qualified teacher, to participate in arrangements for your induction period.
14. To engage constructively with professional development.
15. To evaluate your performance and be prepared to adapt and improve your practice in the light of feedback and professional development.

EDUCATIONAL METHODS

16. To advise and co-operate with the Principal and other colleagues on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

DISCIPLINE, HEALTH AND SAFETY

17. To maintain good order and discipline and safeguard health and safety, both on the school premises and when engaged in authorised school activities elsewhere.

STAFF MEETINGS

18. To participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

COVER

19. To provide cover for absent teachers, subject to the provisions of the Workforce Agreement, and so far as is practicable to teach any pupils whose teacher is not available to teach them.

EXTERNAL EXAMINATIONS

20. To participate in arrangements for preparing pupils for external examinations, assessing pupils for the purposes of such examinations and recording and reporting such assessments; and participating in arrangements for pupils' presentation for, and conducting, such examinations.

MANAGEMENT

21. To contribute to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods.
22. To assist the Principal in carrying out threshold assessments of other teachers for whom you have management responsibility.
23. To co-ordinate or manage the work of other staff.
24. To participate in development planning and take part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

ADMINISTRATION

25. To participate in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of support staff.
26. To attend assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed during or after school sessions.
27. To undertake such other duties as may be reasonably required of you from time to time by the Principal, or the Vice Principal, up to a level commensurate with the principal responsibilities of your job.

The School Teachers' Pay and Conditions Document from which these key responsibilities are taken is available for inspection at the school.

THE POST: FULL-TIME TEACHER OF BOYS' PE

PERSON SPECIFICATION

This post is suitable for newly qualified or more experienced teachers who have a strong academic background and an interest in teaching across the age and ability range, including examination classes. The successful candidate will be required to demonstrate most or all of the following characteristics:

Achievements

1. A good honours degree in or equivalent qualification in Physical Education or Sports Science.
2. Qualified Teacher Status.

Experience/Knowledge (desirable, not essential)

3. Effective teaching experience across the age and ability range.
4. The capability to teach PE examination classes up to at least GCSE and preferably Advanced Level.
5. An understanding of the National Curriculum requirements for the teaching of PE.
6. An awareness of the way in which PE can influence the whole school curriculum.
7. Strong ICT skills and experience in using ICT as a learning tool for creative development.
8. An awareness and knowledge of the issues surrounding the safeguarding of children.

Personal Qualities

9. An enthusiasm for teaching and an interest in learning strategies.
10. An interest in the development of young people and their needs.
11. A commitment to extra-curricular activities.
12. Sound communication and organisational skills.
13. The ability to form good relationships with staff and students.
14. Drive, energy and "teacher warmth".
15. A commitment to the importance of the work of the form tutor.
16. A commitment to high standards in personal work.

17. A commitment to continued professional development.
18. A willingness to support and promote the ethos and standards of the school.
19. The ability to work under pressure and to meet deadlines.
20. A good record of good health and attendance.
21. Smart personal appearance.
22. A sense of humour!

In addition to the candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours, and
- Attitudes to use of authority and maintaining discipline.

THE POST: FULL-TIME TEACHER OF BOYS' PE

PROCEDURE FOR APPLICATION

If you wish to be considered for this vacancy you should complete the enclosed application form. In addition, you are asked to submit a **concise** letter of application. This should be word-processed (12 pt) and should not exceed two pages in length that includes the following information:

1. Describe how your experience and particular achievements make you a strong candidate for this position.
2. Explain how you have made a positive and measurable difference in previous positions.

Please note that only applications on the school's application form will be considered. Candidates who submit a CV will also not be short-listed. Additional sheets may be attached to the back of the application form if there is insufficient space.

Completed applications should be returned to Mr Power, Head of School, to arrive **no later than noon on Friday 11 March.**

Interviews will take place on **Tuesday 22 March.** If you have not heard from us by the end of March regretfully you must assume that your application has been unsuccessful on this occasion, in which case the Governors would like to thank you for your time and your interest in the school.

Please note that we do not normally arrange informal visits for prospective candidates before short-listing has taken place, but if you wish to have an informal discussion about the post in advance of your application, or if you require any further details, please contact Francis Power, Head of School.

Tel: 01625 827898

E-mail: jobs@fallibroome.org.uk

We welcome applications regardless of age, gender, ethnicity or religion. We are also committed to safeguarding and promoting the welfare of children and young people and appointments are made subject to enhanced DBS disclosure.

A Place for Excellence

The School

The Fallibroome Academy is a thriving and successful 11-18 mixed comprehensive school. We currently have 1540 students, including a flourishing Sixth Form of 340 which continues to grow as we expand the range of courses available to students. We are the most popular state secondary school in the area and the number of applications for entry into Year 7 regularly exceeds the places available. Our intake is non-selective and varied, including children from a wide range of homes and backgrounds and from up to 27 different primary schools.

Fallibroome originally opened in 1978 in temporary accommodation and moved to the present site as a new purpose-built comprehensive school in September 1979. Following a period of six years' grant maintained status from 1993, we became a Foundation School in 1999 and were approved as an Academy in September 2010. Following a rigorous selection process, we were designated a Teaching School in September 2011. Our designation as a Performing Arts College since 2003 has also contributed significantly to the culture and success of the school. The school is also a Champion School for the Whole Education Network. This powerful collaboration is committed to promoting the importance of building students' skills, attitudes and attributes in addition to the highest academic standards. The partnership of Champion Schools provides a valuable source of inspiration and innovation. At the end of the 2013-14 academic year, Fallibroome also became a Multi-Academy Trust which established formal links with two local primary schools (Broken Cross and Nether Alderley) and a large secondary school (Winsford Academy).

The school is situated in a very pleasant area on the edge of Macclesfield within easy reach of the Peak District National Park and with good access to Manchester, Chester and North Wales. Adjoining the school is Macclesfield Leisure Centre, with its excellent pool, athletics track and other sporting facilities. We are fortunate to have extensive playing fields, creating a feeling of space, and the school site is most attractive with open farmland to the rear and views of the nearby hills. By any standards, the school is a desirable working environment with well-designed buildings and an enviable situation on the western side of the town.

The Staff

Fallibroome's Leadership Team includes the Executive Principal, Peter Rubery, the Head of School, Francis Power, and eight Assistant Principals – Claire Burstow (Director of Teaching & Learning), Jane Knott (Director of Teaching School), Mark Payne (Director of Sixth Form), Stuart Smalley (Pastoral Leader 11-16), Alain Kyd (Curriculum Manager), Andy Fitzgibbon (Director of Achievement), Karen Fay (Director of Performing Arts) and Matt Priest (Director of Faculty and eLearning). Liz Wilson (Business Manager) is also a permanent member of this group.

Subjects are led by Directors of Teaching and Learning (DTLs), often supported by Assistant Directors of Teaching and Learning (ADTLs). The pastoral care of each year group is overseen by their Learning Manager (LM) who in turn is supported by a dedicated team of highly skilled and experienced support staff.

There are currently over 100 teachers, who are supported in their work by an expanding team of excellent administrative, clerical and technical staff.

Our staff are well qualified, experienced and highly committed to the needs of the children and the success of the school.

Professional Development

Professional development opportunities at Fallibroome are extensive and varied and there is a strong commitment to encouraging staff to gain further accreditation. We are currently engaged in a range of activities, including action research, centred around teaching and learning. This work has already included visits to Australia, the USA, China and South Africa as we seek to develop an international dimension in our professional knowledge and understanding by building new partnerships. Training School status allowed us to strengthen and deepen our commitment to high quality professional development. For example, we restructured our school day and our use of INSET days to provide fortnightly training sessions for all our staff. Many of these sessions are delivered by our own staff, with external expertise being brought in as appropriate. The advent of Teaching School status has extended our commitment to this agenda significantly.

The Academy recently joined the Future Lab community of innovative schools and the Executive Principal is a Research Associate and National Leader at the National College for School Leadership. Our approach to teaching and learning has generated much interest, both locally and nationally. We have pioneered new, collaborative approaches to learning, based on the work of Dr Spencer Kagan in the USA and have been engaged in creating a new pedagogical framework for the school, based on cooperative learning strategies and the principles of Assessment for Learning. The freedom allowed by our Academy status, combined with the evolving Teaching School initiative, make this an exciting time to join the school. It is our intention to remain at the forefront of educational reform in this country and we are sure that this will bring interesting professional development opportunities for our staff.

Excellent teaching and learning lies at the heart of everything that we do at Fallibroome. We commit significantly to the professional development of all our teachers and support staff and we are constantly seeking new ways in which to improve our practice. We regard ICT as a fundamental tool for teaching and learning and have consequently invested heavily in our infrastructure in this respect. A commitment to the development of strong ICT skills is therefore a requirement for all staff who take up a post at Fallibroome, and support and training will be made available as required.

We believe that our emphasis upon excellent practice in the classroom and the investments we make to bring this about make Fallibroome a special place to work. We aspire to ensure that every teacher who joins us will improve their practice by virtue of the opportunities given to them while they are here.

Networks

We have a proud tradition as an 'outward facing school' and have worked hard to be at the forefront of educational innovation both nationally and internationally. With this in mind, we have built a significant network of relationships with other like-minded agencies. At the centre of this lies the 'Fallibroome Learning Community' which coordinates and develops extensive cross-phase work with our seven partner primary schools (Bollinbrook, Mottram St Andrew, Nether Alderley, Prestbury, Upton Priory, Broken Cross and Whirley). We have also actively sought opportunities to develop strong connections with other schools across the country and this has led to our designation as a Leading Edge School, a National Support School and more recently as a Teaching School. This work has not, however, been limited by geographical boundaries. We have also developed strong contacts with schools in Australia, China, South Africa and America and this has led to important exchanges of ideas and expertise in recent years. Our recent establishment of a Multi-Academy Trust has significantly enhanced our commitment to working with other schools and we anticipate that this will be a growth area in the future.

Pastoral Care and SEN

The focus at Fallibroome is on the needs of every individual child. We have an excellent Learning Support department which helps children with learning difficulties. Fifty students are

currently statemented under the 1981 Education Act and we employ Teaching Assistants who work with them on an individual basis. Teaching Assistants are also deployed to support students who are physically handicapped. Ofsted reported that “the care, guidance and support given to all students, including those with learning difficulties and / or disabilities, are outstanding”.

The role of the form tutor lies at the core of our pastoral provision. Forms are made up of about 30 students in Years 7 to 11 and are smaller in the Sixth Form. Almost all full time staff are assigned one of these groups to guide and mentor. There are approximately 240 students in each year group from 7-11 with 173 in Year 12 and 164 in Year 13. The Learning Manager is responsible for the pastoral care and general academic progress of their year group. The work of the Learning Managers is managed by one of the Assistant Principals (i.e. either the Pastoral Leader or the Director of Sixth Form).

We have recently significantly enhanced our pastoral staffing by appointing our own Student Counsellor and a dedicated Behaviour Support Coordinator to work closely with our more troubled students. These work together with the rest of the pastoral team including two “Pastoral Supervisor” roles and a Pastoral Administrator. This group of key staff work very closely together in our Pastoral Support Centre. Additional pastoral support staff also work very closely with the Sixth Form team in their dedicated centre.

The standard of behaviour and appearance of the children at Fallibroome is high and the Ofsted report findings were that “behaviour and discipline are first rate”. Our ethos is one of caring and mutual respect and relationships between staff and students are very good. Visitors to the school usually comment on two things: the warmth of the welcome they receive and the politeness of our students. We work very hard to sustain both of these.

Academic Monitoring

Assessment data is collected on a regular basis for every year group. We have a powerful management information system in place to process this information and report upon it. Well established and effective reporting systems are in place to ensure that students, parents and staff are able to monitor academic progress effectively.

The progress made by all students in every year group is very closely tracked. We have developed sophisticated tools to allow any issues to be quickly identified and acted upon. We make it a high priority to do this in a way that is easy to understand for staff, students and parents. We do not expect colleagues to analyse data endlessly; instead we have developed tools that make this process as easy as possible so that teachers can focus upon deciding upon the appropriate course of action.

Curriculum

‘The curriculum at all key stages is a strength of the Academy’ (Ofsted, 2013).

We place a significant emphasis upon the principle of maximising student choice throughout the curriculum. We have consequently reduced the compulsory core at Key Stage 4 to an absolute minimum and we do not compel any students to follow prescribed pathways in any Key Stage. Where alternative routes have been developed, the decision as to which route to follow is always left to the students and their parents. We are consequently committed to providing excellent advice and guidance to students to ensure that the decisions that they make are fully informed.

In Key Stage 3, almost all students follow the same programme of approximately thirteen subjects. In recent years we have worked hard to offer alternative programmes to students who are at risk of becoming disengaged from school. This has proven to be very effective and we hope to expand this provision in the years ahead.

In Key Stage 4 we provide a full range of subjects for our students. In the main, these lead to GCSE qualifications, although we have recently extended our provision of vocational courses for students who wish to follow such a route. This includes the provision of some vocational options at the local FE college and BTEC and other alternate qualifications. The Key Stage 4 curriculum includes courses in the Separate Sciences as well as Core and Additional Science and the majority of students will follow a course in Design and Technology and study French, German or Spanish to GCSE. Traditionally we have offered a wide range of options at Key Stage 4 with a high level of pupil satisfaction at the choice of GCSE subjects and we strive to maintain a balance in our curriculum.

Sixth Form students usually study four subjects at AS and continue with three of these to A2. We have also developed a substantial 'curriculum enrichment programme' in the Sixth Form that offers a range of optional courses from recreational sport, digital photography, Duke of Edinburgh awards, 'grub on a grant' etc.

Young people at Fallibroome have many opportunities for learning beyond the classroom, with numerous industrial links, an extensive range of trips, visits and exchanges and a full work experience programme, involving both years 10 and 12. Our links with the community are excellent. We were recently presented with the Chief Executive's Award for Community Leadership at the 6th Annual SSAT Conference. We have also received a large number of smaller awards for environmental work in particular. In extra-curricular work, most children find an outlet to suit them.

Facilities

The Fallibroome site has been extensively developed in the past fifteen years to cater for the growing school population with the intention of offering the best quality educational provision in the area. The building is therefore modern and attractive and provides a very pleasant atmosphere in which to work.

Our teaching accommodation is also of a very high standard and offers specialist rooms for all departments. Most subjects are taught in suites of rooms, creating for staff and students a high-quality, attractive teaching and learning environment. Over the last few years, we have added a Sixth Form Centre, a 500 seat Performance Hall, an eLearning Centre and a new Medical Suite to improve the facilities available to our wheelchair users and other students with disabilities. More recently, we embarked on a further major capital project that was completed in Summer 2007, costing £3 million. This huge project significantly extended and enhanced both the ICT suite and our Performing Arts facilities, including new studios for Drama and Dance and a state-of-the-art Music Technology suite, as well as providing new changing facilities to complement our brand new all-weather pitch that was opened in October 2006. In 2011, we completed significant interior refurbishments to two Science labs and the Food Technology room and added a purpose built Media Suite and TV Studio. We have also just completed a further £1.5 million building project that has created an additional eight classrooms and allowed us to create a bespoke "Pastoral Support Centre". In September 2014, we completed a further major building project costing £4.5 million. This has resulted in a substantial dining hall, modern and comfortable social/eating area for the staff/Sixth Form, a first class study facility for the Sixth Form and a new reception and admin facility for the school. This development has also freed up space in the rest of the school, allowing us to add a new Teaching School Centre, significantly extend and improve our library facilities, create a new space specifically for the teaching of electronics and refurbish several Design and Technology classrooms.

Our Performing Arts provision, which was already very good, has been improved further by the new buildings. We are fortunate to have a purpose-built Drama Studio and the Performance

Hall has a stage and retractable seating to provide an extra Drama teaching area. The Performance Hall is an invaluable resource for the community as well as for the school. Our sporting facilities were always quite good, with a large Gymnasium and Training Hall, but have now been significantly improved by the provision of a synthetic pitch and recently completed tennis courts.

The ICT facilities in school are exceptional and amongst the most comprehensive in any school. Our new building provides additional ICT Rooms, technical workshops and much needed office space. All teaching rooms have an interactive whiteboard and access to ePortal. Staff expertise in ICT is very good, with a continuous programme of training to meet staff needs.

Two years ago, we launched our iPad initiative with our KS3 students. We provided all our staff and Year 8 students with an iPad and have been working hard to develop new and innovative classroom practices that maximise the benefits that this new technology can bring. In all likelihood, we will extend this initiative to other year groups in the future. At the moment, we are engaged in a major redevelopment of our school network with a view to creating an infrastructure that will support our eLearning agenda well into the future.

Examination Results and Ofsted Inspections

Part of Fallibroome's appeal for parents lies in our high academic standards, as exemplified by excellent examination results which far exceed the national average. When measured against prior attainment, children at Fallibroome perform extremely well and value-added residuals are significantly positive in the vast majority of subjects.

The 2013 Ofsted inspection found that "students make rapid progress from their starting points and achieve extremely well". This progress is supported by outstanding teaching that "involves students actively in their learning and makes them think for themselves".

The behaviour of our students is also "exemplary". The Ofsted team found them "polite and friendly towards one another, to staff and to visitors". The relationship between staff and students is excellent" and "characterised by mutual respect and good humour". All of this is supported by school leaders who are "exceptionally rigorous in checking students' progress and the quality of teaching and ensure that only the best is good enough".

Culture and Values

Fallibroome is built upon the values of trust, respect and optimism. We expect all members of the school, both staff and students, to work in a climate of trust and not suspicion; to treat each other with respect and not disdain; and to remain optimistic and never cynical.

The culture of this school is one of hard work and commitment to the education of the children in our care. Our intention is to make sure that The Fallibroome Academy continues to be "an exciting place in which to learn" and we need talented, committed colleagues and high quality, creative leadership to help us achieve our aim of becoming a "world-class school".